

# Unit 2- Character and Personality

Content Area: **World Language**  
Course(s): **French IV Honors**  
Time Period: **3 weeks**  
Length: **3 Weeks**  
Status: **Published**

## Unit Overview

---

Students will assess what qualities make a good leader and use traits to describe prominent figures. Students will use the subjunctive to convey unreal situations and tie back into the vocabulary.

## Transfer

---

By the end of Unit 2 students will be able to:

- Describe what qualities make a good leader.
- Give a description of prominent figures.
- Use the subjunctive to respond to unreal/unlikely scenarios in a more sophisticated manner.
- Overcome an obstacle using written and oral skills.

## MEANING:

---

## Understandings

---

Students will understand:

1. What qualities are present in different personalities.
2. What are the traits in my own personality.
3. Descriptions of prominent figures in both France and the USA.
4. How to describe unlikely or imaginary scenarios using the subjunctive.
5. how to describe a group using traits (i.e. graduating class of WHS)
6. How to make a tough decision and brainstorm solutions.

## **Essential Questions**

---

1. What qualities does a good leader possess? a good co-worker? a good friend?
2. What factors influence how people are perceived?
3. How do societies view individuals based on gender or age?

## **APPLICATION OF KNOWLEDGE AND SKILL:**

---

### **Students will know...**

---

Students will know:

1. Qualities and traits vocabulary.
2. How to describe self and others.
3. How to use the subjunctive to describe unlikely scenarios.

### **Students will be skilled at...**

---

Students will be skilled at:

1. Describing themselves in the target language.
2. Describing prominent figures in the target language.
3. Creating and responding to hypothetical scenarios.
4. Using the subjunctive mood.
5. Describing groups of people (i.e. graduating class) using traits.

## **Academic Vocabulary**

---

Traits and Qualities vocabulary - see attached list (forthcoming)

Subjunctive grammar explanation

## Learning Goal

---

Students will use reading, writing and speaking skills to describe themselves and others in the target language. Students will identify the qualities in different types of people (leaders, friends, co-workers etc.) and create and respond to unlikely or imaginary scenarios using the subjunctive mood.

Use Documents tab to attach proficiency scale.

Select all applicable standards from the Standards tab.

Be sure to include the Anchor Standards for ELA, the Practice Standards for Math, the English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects, and the applicable Technology standards.

WL.7.1.AL.A.2	Demonstrate comprehension of spoken and written language and nuances of culture, as expressed by speakers of the target language, in informal and some formal settings.
WL.7.1.AL.B.2	Give, respond to, and ask for clarification on detailed and complex oral and written directions, commands, and indirect requests.
WL.7.1.AL.C.1	Create a research - based multimedia - rich presentation to be shared virtually with a target language audience.
WL.7.1.AL.C.C.2	Being able to view one's own culture through the lens of others assists in understanding global issues. (Topics that assist in the development of this understanding should include, but are not limited to: freedom of speech and other civil, international, and human rights, as they relate to a variety of issues.)
WL.7.1.AL.C.C.4	Citizens who can communicate in more than one language have unprecedented career opportunities, marketability, and earning potential. (Topics that assist in the development of this understanding should include, but are not limited to: career awareness, exploration, and preparation and business, financial, economic, and entrepreneurial literacy.)
WL.7.1.AL.C.L.1.a	Synthesize written and oral text.
WL.7.1.AL.C.L.1.c	Narrate and describe across a wide - range of topics.
WL.7.1.AL.C.L.1.f	Persuade someone to change a point of view.

## Target 1 - Level 1 Retrieval

---

SWBAT:

1. Identify traits to describe self and others.
  2. Brainstorm qualities that make a good leader, friend, co-worker and other relationships around the community.
  3. List steps/rules of the subjunctive mood.
-

## **Target 2 - Level 2 Comprehension**

---

SWBAT:

1. Students will describe prominent figures in the target language.
  2. Students will respond to hypothetical situations.
  3. Understanding subjunctive mood using listening exercises.
- 

## **Target 3 - Level 3 Analysis**

---

SWBAT:

1. Compare and contrast prominent figures in the U.S and prominent figures in Francophone countries.
  2. Analyze what traits are important in different people.
  3. Hypothesize solutions to obstacles and hypothetical problems.
- 

## **Target 4 - Level 4 Knowledge Utilization**

---

SWBAT:

1. Create hypothetical situations in order to respond to using multiple solutions.
  2. Role play imaginary or unlikely scenarios.
  3. Create advertisements based on qualities and associated vocabulary and grammar.
-

## **Summative Assessment**

---

1. Mid-unit quizzes (given after sufficient material has been presented and formatively assessed)
2. End of unit exams
3. Mid or end of unit projects
4. Class presentations
5. Research reports

## **Formative Assessment and Performance Opportunities**

---

1. "Do Now" activity
2. Exit slips
3. Review games
4. Surveys
5. Rough drafts
6. Think-pair-share activities
7. Peer-teaching and mentoring
8. Dictation exercises
9. Question and answer
10. Choral response
11. Teacher observation
12. Short activities produced by teacher and/or students

## **Differentiation / Enrichment**

---

### **DIFFERENTIATION:**

1. Students will be strategically seated in an area of the classroom where distraction is minimal, enabling better focus on the lesson

2. Small group learning activities will be monitored for appropriateness of grouping and responses in the group. Grouping will be managed as necessary to provide modeling reinforcement and comfort of participation.
3. Graphic organizers, outlining, and other note-taking techniques will be presented to help students better comprehend text, class lectures, and discussions
4. Provide accommodations for individual learning styles

### **ENRICHMENT:**

1. Provide students with supplemental resources to expand knowledge base and create experiences for deeper learning
2. Expand and extend concepts, theories, ideas, relationships, and generalizations
3. Provide opportunities to utilize learned material at a higher knowledge level

### **Unit Resources**

---

1. Textbook - T'es Branche 4 (Print and online)
2. Online practice workbook
3. Writing, audio, and visual workbook
4. Leveled vocabulary and grammar workbook
5. Teacher resource book
6. Audio CD
7. DVD series
8. Short texts
9. Informational texts (Teens in France)